

Work Sample & Commentary: *The Stained Glass Tree* Elementary School English Language Arts

The task

Students were asked to take an entry from their writer’s notebook and develop it into a picture book. This student chose two entries describing her grandmother’s house. After reciting them as a story in a small response group, she wrote a rough draft that eventually developed into the picture book she titled “The Stained Glass Tree.”

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-------------------------|----------------------------|
| √ alone | in a group |
| √ in class | √ as homework |
| √ with teacher feedback | √ with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2c Writing: Produce a narrative account.

E4a Conventions: Demonstrate a basic understanding of the rules of the English language.

E5b Literature: Produce work in at least one literary genre that follows the conventions of the genre.

What the work shows¹

E2c Writing: The student produces a narrative account (fictional or autobiographical) that:

- engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events);
- creates an organizing structure;
- includes relevant details and concrete language to develop plot and character;
- excludes extraneous details and inconsistencies;
- develops complex characters;
- uses a range of appropriate strategies, such as dialogue and tension or suspense;
- provides a sense of closure to the writing.

The work engages the reader by establishing the point of view of the narrator walking the reader through her grandmother’s home while providing a detailed description of the house.

The process of moving through the house provides the organizing structure for the work. The short paragraphs represent a halt in the movement while the narrator and the reader pause to look at or listen to something.

¹ This sample of student work incorporates many of the elements of picture books. The student used colorful drawings to illustrate an engaging story. Like many children’s picture books, this is a circle story which ends in front of the door where it began.

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Elementary School English Language Arts

The work includes the appropriate details to describe the house and its contents. In addition, the narrative stays focused on the tour, rather than veering off on other subjects.

(A) (B) The impression of repeatedly starting and stopping allows the narrator to communicate a wide variety of impressions regarding the objects or rooms being considered.

(C) The title, “The Stained Glass Tree,” orients the reader and creates a focal point for the plot sequence. At the end, the narrative returns to the focal point, reorienting a reader who toured behind the stained glass tree, and providing a sense of closure to the work.

E4 a Conventions, Grammar, and Usage of the English Language: The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

The student demonstrated an age-appropriate control of written language. The sentences are simple, subject-verb-object constructions which focus the reader’s attention on the descriptions. This simple construction has the additional advantage of being appropriate for the intended audience and it provides a rhythm for the picture book.

E5 b Literature: The student produces work in at least one literary genre that follows the conventions of the genre.

The picture book tells an effective story and uses a full color format consistent with picture books produced by professional writers and artists.

(D) Using “you” as the subject of the sentences (and therefore the beginning word in most of the paragraphs) draws the reader into the text. This device also provides a narrative rhythm that is characteristic of picture books.

(E) The sensory details become visual in the pictures accompanying the text, e.g., a picture of the entire cabinet, viewed from afar, and a picture of a single large tea cup, viewed up close, accompany the line, “You look at all the tea cups for at least five minutes.” These drawings provide a clear context for the text.

(F) The use of poetic imagery is appropriate to both the tone and the setting of the piece.

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This is my grandmother's door. The front door with the stained glass tree. Two plants stand on either side hiding the doorbell which you ring.

You hear it play "Yankee Doodle" and the dog barking. The door opens making bells on the doorknob ring.

A → Now you are standing on a slate platform. To your right is the kitchen, a step up. To your left is the hall a step down and straight in front of you is the carpeted living room, a step up. You look around. A chiming clock rings joined by another soon after.

You turn to the right into the kitchen. A red, orange and brown pattern on the floor catches your eye. You try to figure out what the pattern is. It's too confusing.

You look up into the double oven to see what you smell. It's just the smell of the kitchen. You take one step forward and look at the stove. You look up to see an assortment of pots, pans and muffin tins.

You turn around and see cabinets, sink and a refrigerator.

D → You open the refrigerator. You see apricots and peaches galore. You close the refrigerator.

You look up at the hanging baskets over the sink, filled with garlic, peaches and more apricots.

You walk away to the table and look at the new flower arrangement. Today it is daylilies.

You turn because you don't want to look into ^{the} messy garage. This room is the cat room. It smells of cat litter.

You look at the window which is covered with cat flower pots.

You hear a crackling noise. You turn around to see what's making the noise. It's Boots, your grandmother's cat on the scratching post. Then you hear the low rumble of the washing machine.

You walk out the door onto the patio, your grandfather is lying on the sun chair, with a paper over his head.

You look at the patio table with its white and yellow umbrella.

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You go in, but you go in the sliding door of the living room. You turn to your right, past the table to the cupboard with the cups in it. You look at all the tea cups for at least five minutes.

Then walk through the living room with all its boxes, coasters, violets and lamps that turn on when you touch them.

You walk down two steps to the bar. The bar is a small room containing an ice box, cabinets, a table, chairs, bunches of wine holders and a speaker.

You walk through the folding doors into the family room. You remember doing needlepoint and making strings of paper clips and hanging them up with unused floss.

You look at the double rocker. It's really a small couch that has rockers on it.

B → You step into the dark hall. Bark! You jump, then kneel down to apologize to the little black dog on which you've just stepped.

Down the hall farther and turn right. You step into the room in which you sleep.

You look at the white wicker chest of drawers with all its photos. You walk over to the book shelf and pick out a book called *Helen Keller*. You've been reading about her and would like to know more about her.

After a while you stop reading and go into the bathroom to look at all the soaps, perfumes and other beauty necessities. You remember locking yourself in here once and smelling every single perfume in the room.

Later that evening you walk down your grandmother's long driveway with your grandfather to pick nectarines and apricots.

In the dusk light you feel the apricots trees' small soft apricots with their fuzzy feeling. You hear a soft rustle when you pull on the apricot.

You walk back up the long driveway.

You walk down the hallway to the family room. Before you pick up your needlepoint you look out the window down on the lighted seaside. The last boat of the day blows its whistle. It's a long, low whistle.

You pick up your needlepoint and slowly thread the needle then run the needle through the canvas diagonally. Your grandfather starts flipping

through the TV channels. You hear bits of conversations on the different channels.

F → It's time for bed, you hear your mother say. You look out the window one last time at the lighted seaside which now looks like a Fourth of July fireworks show that has been paused.

You pick up the blanket which has been thrown on you. And walk down the hallway to the kitchen to say goodnight to the three pets after you've said goodnight to your grandparents.

Then back down the hallway to your room and you listen to a story your father is reading. The story ends. Your father says goodnight and then sits down quietly until your sister is asleep and then leaves. All you can hear is the quiet hum of the fan above you and the chirping of the crickets sounding far off in the distance. You listen to both of them until sleep overtakes you.

The next morning after breakfast you walk outside the front door with the stained glass tree on it.

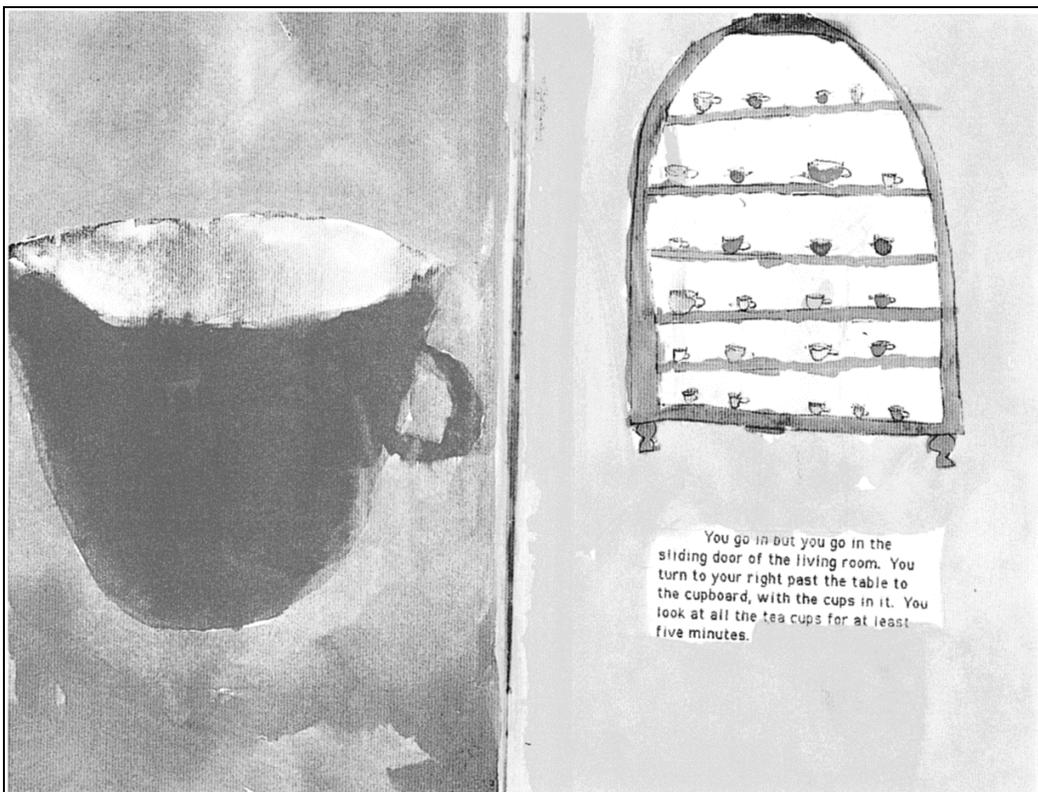
Onto the front porch and into the lawn wet with dew that drips over your feet. You walk up to the low white fence and now feel the roughness of gravel under your feet.

You look down at the hillside of ivy. You see the various fruit trees abruptly cutting off the ivy, then the ivy starts again, this time being cut off by the road.

C → You turn in the direction of your grandmother's door. The front door with the stained glass tree.

Work Sample & Commentary: *The Stained Glass Tree*
Elementary School English Language Arts

E



**Work Sample & Commentary: *How to Use a Computer For
Basic Needs (and Wants)*
Elementary School English Language Arts**

The task

Students were asked to write “How to” pieces as the culminating activity of a genre study. The study involved the examination of recipe books, books of science experiments, and other models of narrative procedure. These models helped the students to identify the characteristics of an effective narrative procedure. After writing two “How to” pieces together as a class, the students were asked to write their own around a topic they were certain they could teach to another student.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-------------------------|----------------------------|
| √ alone | in a group |
| √ in class | √ as homework |
| √ with teacher feedback | with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E1c Reading: Read and comprehend informational materials.

E2d Writing: Produce a narrative procedure.

What the work shows

E1c Reading: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- restates or summarizes information;
- relates new information to prior knowledge and experience;
- extends ideas;
- makes connections to related topics or information.

The student organized and restated information from prior knowledge of computer software instructional handbooks and presented it in a manner appropriate for the audience.

The student used many of the strategies incorporated in professionally produced instruction guides. For example:

(A) the introduction points out some of the general uses of the computer;

(B) the simple graphics illustrate and clarify new information;

and the Helpful Hints anticipate problems based on the student’s prior experience and address two possible concerns: size of font and the use of the “paintbrush.”

(C) The student extended ideas by making connections between the “Old-time” board games and the newer versions now available on computers.

The student’s familiarity with instructional guides of this kind is evident in the form and layout of the information.

Work Sample & Commentary: *How to Use a Computer For Basic Needs (and Wants)*

Elementary School English Language Arts

E2d Writing: The student produces a narrative procedure that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- provides a guide to action that anticipates a reader’s needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;
- makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;
- includes relevant information;
- excludes extraneous information;
- anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- provides a sense of closure to the writing.

The title of the work is self-explanatory and establishes the context by stating the subject and the introductory level of the guide.

(A) The introduction engages the reader and also develops the context of the work. The phrase, “This book tells you how,” creates the persona of a confident and competent teacher of computer use.

(D) The headings and the numbers are used effectively to help the reader follow the instructions. The work is clearly labeled to guide the reader through a variety of actions.

(E) The work provides clear transitions between and within the steps to help the reader follow the procedures. The transitions motivate the reader to go on to the next section of the work and to learn something new.

The strategy of presenting options (e.g., “Typing,” “Drawing,” and “last but not least...”) serves to get the reader’s attention.

(D) After the “Introduction” and “Materials” sections, the student began the guide with the simplest of instructions, “Turn on your surge protector....” This demonstrates an understanding that a guide begins with the most basic step, i.e., check to make sure the equipment is turned on.

(B) The student anticipated the reader’s needs by providing illustrations of what should appear on the computer screen. This is a helpful strategy for a reader with little prior computer knowledge.

The text and diagrams are organized on the page in a way that makes the material accessible to a novice. The amount of information included is sufficient to inform readers without overwhelming them with irrelevant details.

(F) The work anticipates that readers might become confused with some terminology and so provides clarification. For example, when the student introduces the mouse, the following statement is also included, “Moving the mouse moves the arrow.”

(G) The work closes by offering some “Helpful Hints” that would make the reader more successful when using the computer. This is a standard section used to end such guides.

How To Use a Computer For
Basic Needs (and Wants)

by _____

IBM Version 1.0

Work Sample & Commentary: *How to Use a Computer For Basic Needs (and Wants)*

Elementary School English Language Arts

Introduction

- A** You can use a computer for almost anything. Computers can help you type, draw or even play games. This book tells you how.

Materials:

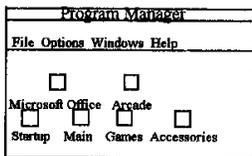
- A 386 or better IBM computer or Compatible
- Microsoft Windows, MS DOS, Microsoft Office, Microsoft Arcade (Optional)
- A printer
- A surge protector
- A mouse

D Procedure:

1) Turn on your surge protector, computer and printer.

- E** → 2) In a minute, you should see one of two things, a C:\> (DOS prompt), or Windows (Fig.1).

Fig. 1



3) If you see a DOS prompt, type "win" then press enter. Then, you will see Windows.

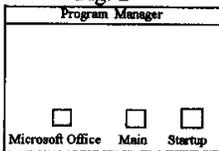
B

- E** Now, you will have to decide what you want to do. Let's start with typing.

Typing:

1) Go to the icon called "Microsoft Office". Use your mouse and click twice, rapidly with the left button (Fig. 2).

Fig. 2



Moving the mouse moves the arrow.

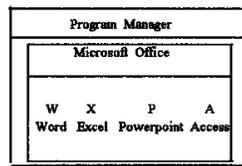
B

F

Work Sample & Commentary: *How to Use a Computer For Basic Needs (and Wants)* Elementary School English Language Arts

2) Opening this gives you another window (Fig. 3). Double-click (described above) on "Microsoft Word".

Fig. 3



3) You should then see a big window. On the left of the screen, you will see a blinking "I". You are now ready to type. Consult your word manual for details.

You will now learn how to draw.

Drawing:

- 1) In Program manager, go to "Accessories" and double-click.
- 2) In the "Accessories" window, choose "Paintbrush" and double-click.
- 3) Use the mouse to choose a color and option, then hold the mouse button to draw.



cut something



Fill an entire area



Spraypaint



Full eraser



1-line eraser



Regular paintbrush

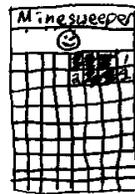
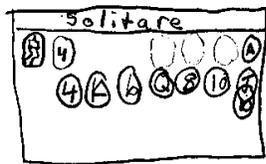
Work Sample & Commentary: *How to Use a Computer For
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Last but not least, you will learn to play games.

1) Go to either the “Games” window or the “Arcade” window (if you bought Arcade) and double-click.

2) If you go to “Games”, you’ll be presented with “Solitaire” and “Minesweeper”. Choose one and double-click.

3) Your screen will look like one of these. To learn how to play each, go to the help menu and choose “Contents”.



C

4) If you choose “Arcade”, you can choose one of the five “Old-time” games: Asteroids, Battlezone, Centipede, Missile Command and Tempest.

5) Double-click one of them then press F2 to play your selection.

G

Helpful Hints:

1) Microsoft Word starts its letter sizing at 10 when you sign on to it. However, 12 is a better size to type with.

2) Using the regular brush to draw a picture will make your picture look very bad. Try using the polygons, arcs and lines.

The task

After a unit on expository writing, students were asked to write a “How to…” paper about something they understood well.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|----------------------------------|--|
| √ alone | in a group |
| √ in class | √ as homework |
| √ with teacher feedback
timed | √ with peer feedback
√ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2d Writing: Produce a narrative procedure.

E4a Conventions: Demonstrate a basic understanding of the rules of the English language.

What the work shows

E2d Writing: The student produces a narrative procedure that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- provides a guide to action that anticipates a reader’s needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;
- makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;
- includes relevant information;
- excludes extraneous information;
- anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- provides a sense of closure to the writing.

The work engages the reader immediately through the title and the illustrations on the cover which clearly show what the final letters and numbers will look like once the procedure is learned. The first paragraph of the text also develops interest by giving an example of how calligraphy might be of use to the reader.

The student gave a detailed and descriptive list of the supplies that are needed to learn and do calligraphy.

(A) After giving some background information, the work continues as a guide to action for a relatively complicated procedure. The text is accompanied by diagrams that present the information in visual images which are clearly numbered to support the narrative text.

(B) The work provides clear instructions in a logical order with appropriate transitional phrases to guide the reader from one step to another

The amount of information included is sufficient to inform readers without overwhelming them with irrelevant details.

Work Sample & Commentary: *Calligraphy* Elementary School English Language Arts

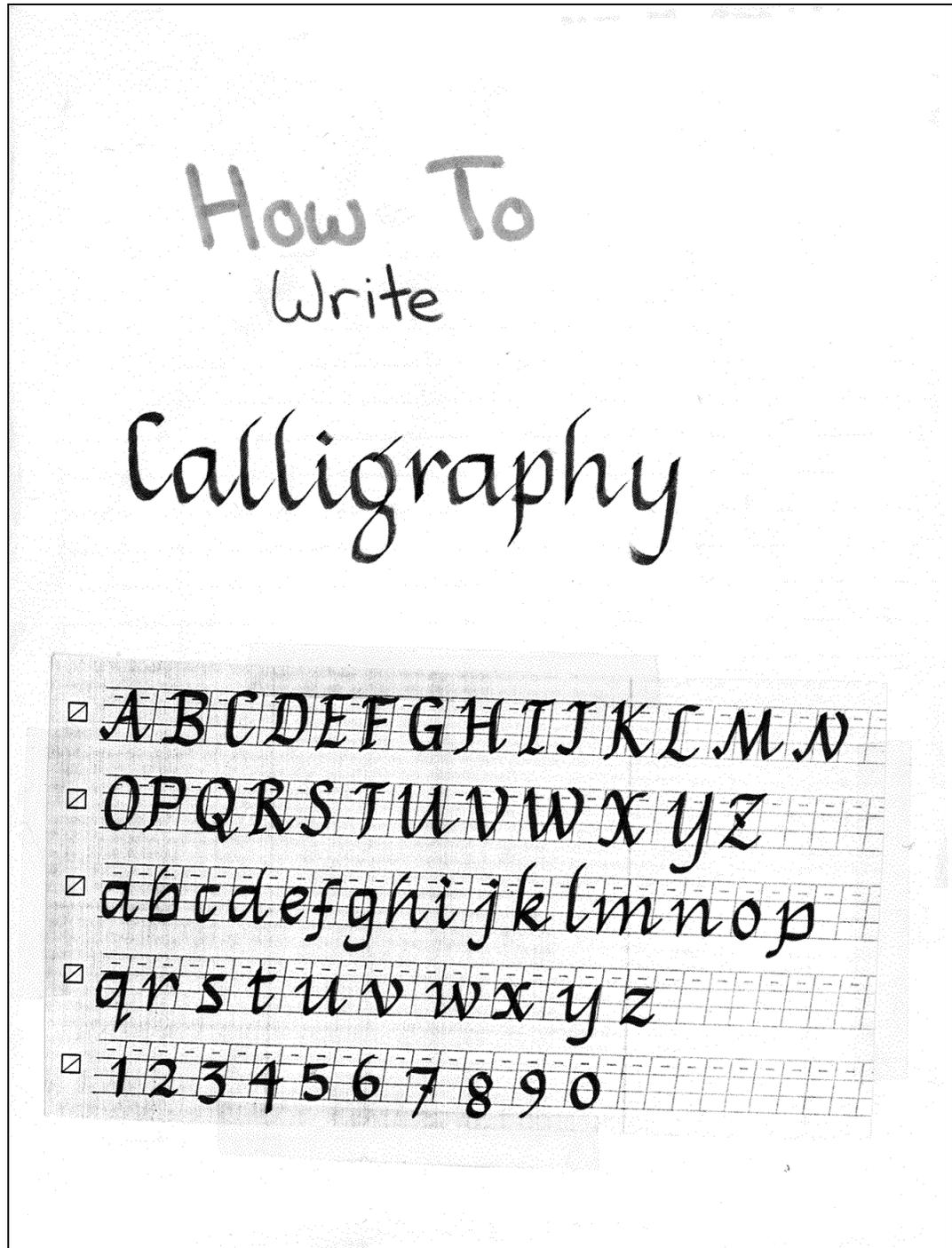
(C) The student anticipated potential problems and cautioned the reader not to move on until each step has been mastered.

(D) The statement that calligraphy can be fun and profitable provides closure to the work.

E4a Conventions, Grammar, and Usage of the English Language: The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

The student demonstrated, through virtually error free writing, a basic understanding of the conventions of the English language. The use of imperatives and simple sentence structures helps to make the difficult directions accessible for a reader who has little experience with calligraphy.

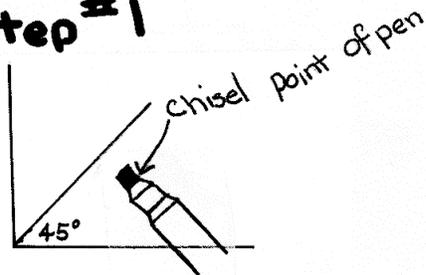


first learning calligraphy. The slanted lines help to form letters with the correct angle. As you become more advanced, an extraordinary paper called Parchment can be used to make the writing look even more special.

B First hold the pen at a 45° angle to the base line of the letter. This angle is what forms the thick and thin lines of the letters. The pen should always be held between the thumb and middle finger, with the index finger resting on top. The side of the pinky should rest on the paper. The angle at the pen point, the hand position, and the pen position together allow you to form the letters

Step By Step

Step #1



Practice holding the pen at a 45° angle.

Step #2



Find practice paper with slanted lines and angle.

Step #3



Practice making thick and thin lines.

Step #4

abcdefghijklmnopqrstuvwxyz
1234567890

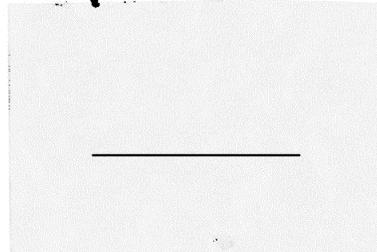
Trace the shape of the letters over and over with a pencil.

Step #5

☐ abcdefghij.
☐ klmnopqrstu

When you know the shape of the letters, write them with the calligraphy pen.

Step #6



Use parchment paper to write beautiful stories and poems.

Work Sample & Commentary: Counting on Frank Elementary School English Language Arts

The task

Students were asked to read *Counting on Frank* by Rod Clement and to write a letter to the author commenting on at least one example of the mathematical claims made.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-------------------------|----------------------------|
| √ alone | in a group |
| in class | √ as homework |
| √ with teacher feedback | with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2 d Writing: Produce a narrative procedure.

What the work shows²

E2 d Writing: The student produces a narrative procedure that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- provides a guide to action that anticipates a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;
- makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;
- includes relevant information;
- excludes extraneous information;
- anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- provides a sense of closure to the writing.

The detailed steps of the mathematical procedure engage the reader by clearly recounting the steps the student followed.

(A) The context of a letter allows for a constructive critique of several mathematical procedures employed by the author.

(B) Brief anecdotes at the conclusion of each section develop reader interest and support the claims made by the procedures described.

(C) The strategy of announcing that the writer has tried the problems establishes a believable voice for the writer and serves to get the reader's attention.

(D) The headings that begin each of the three sections, along with the appropriate transition words within each section, provide a guide to action for the text.

The letter is written clearly and logically. This avoids the risk of the reader misunderstanding the procedures described and avoids the need to use examples or parallel situations to clarify the points made.

²This work sample also illustrates a standard-setting performance for parts of the Elementary Mathematics performance standards.

Work Sample & Commentary: Counting on Frank Elementary School English Language Arts

(E) The conclusion of the letter appropriately restates the original claim. The conclusion also exhibits a sensitivity to the author of the book by recognizing the value of the author's work in an enthusiastic manner and recommending the book to others.

A → Dear Rod Clement,
I read your book, Counting On Frank, I thought it was a great book. I would recommend this to any kids or even adults who just love math.

C → All of the math claims in the book are just waiting for kids to try. I think you didn't think that anybody would try these problems a second time, but I did.

You'll see from the work below that I tried 3 of the claims. There were many more in the book, but these seemed to be easier to try. Even though your math claims were really exaggerated, I still thought this was a hilarious, great book.

D → Bathroom pg. 6
We measured our school sink. It was just under a cubic ft. We timed the water and how long it took to fill it all. It took forty seconds to fill it all. The book said that it had 2 faucets running. We only had one faucet running so that means that you divide $40 \div 2 = 20$ seconds. After that we asked a contractor what is the average size of a bathroom? He said 8×8 and most average ceilings are 8 ft. High. To find out the cubic feet in a bathroom multiply ~~$8 \times 8 \times 8$~~ which is 512 cubic ft. The I multiplied 512 cubic ft. $\times 20$ seconds = 10,240 seconds. I needed to know

Work Sample & Commentary: Counting on Frank
Elementary School English Language Arts

page
2

minutes so I divided by 60 and I got 170 min. which is almost 3 hrs. The boy said it took 11 hours and 45 min. which is definitely wrong. Or maybe he has a huge bathroom. He says it took 705 min. If I could fill 3 cu. ft. in one min. 705 min. x 3 cu. ft. in one min. That would equal up to 2115 cu. ft. was what he filled. If I figured that a bathroom ceiling is 8' tall I would divide the height and get the area which is 264 sq. ft. To find out the area there are millions of possibilities. Here are some that are close 20×13 , 16×16 , 26×26 these are huge bathrooms. I have proved him wrong.

Peas pg. 8

In the story ^{if said} he would knock off 15 peas per day off his plate x 7 days in a week x 52 weeks x 8 yrs. = 43,680 peas. With a large bag of peas has about 3,325 peas in a bag. Bags are done by weight not just counting so this is an estimate. I used 1 coffee cup of peas it could take 700 peas in it. so $4 \frac{3}{4}$ c. are in one bag. After I was done one cup I just filled it up because I know what the number is. So I multiplied 700 peas times four cups = 2800 then three quarters of 700 equals 525. $(2800 + 525 = 3325)$
(4 cups) $\frac{3}{4}$ Peas in a bag

I divided 43,680 Peas (Number of peas in 8 yrs.) \div by 3,325 (a bag) = 13.13 bags of peas.

B → If 13 bags of peas do not even fill the grocery bag how could it be level with their table (like it said in the story) His whole kitchen would be small like a grocery bag or the peas are as big as softballs. I have proved him wrong again.

Pen pg 1

In the story the boy said the average ball point pen draws a line twenty-three hundred yards long before the ink runs out. I measured an ink tube - it was 9cm high. Then I drew a line 3000 ft. long (30 times up and down a 100ft. piece of paper). After I was done drawing the lines I measured the ink again. I had used 2 cm. of ink. If I used 2cm. for 3000 ft. then I estimate 1 cm. would be 1,500. Then I would multiply $1500 \text{ ft.} \times 9 \text{ cm.} = 13,500 \text{ ft.}$ then I would divide my answer (13,500 yds) by 3 = 4,500 yds. because 3ft. in one yd. The boys estimate was 2,300 so I was about $\frac{1}{2}$ off. I used a brand new papermate pen, which I think is the average pen. I have proved him wrong a third time.

E → I'm wondering if all the other math in the book is as exaggerated as the 3 claims that I tried. Did you try out the mathematical claims that you made or were you just trying to be funny?

I think that you exaggerated the numbers to make the book hilarious. Even though your math isn't very good in this book, I still really liked the story.

Sincerely,

Work Sample & Commentary: *How to Cook a Hamburger* Elementary School English Language Arts

The task

Students were involved in a study of immigration. As part of the study they identified some of the many challenges that confront newcomers to this country. They were then asked to write a “How To” piece that would teach something about American culture to a recent immigrant.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|----------------------------------|--|
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| √ with teacher feedback
timed | √ with peer feedback
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E4 a Conventions: Demonstrate a basic understanding of the rules of the English language.

What the work shows

E2 d Writing: The student produces a narrative procedure that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- provides a guide to action that anticipates a reader’s needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;
- makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;
- includes relevant information;
- excludes extraneous information;
- anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- provides a sense of closure to the writing.

The work engages the reader visually with the illustrations on the cover and throughout the recipe. Illustrations like these are commonly used to accompany text instructions in recipe books.

(A) The introduction uses lively language to develop reader interest and begins by directly addressing the reader in a style very similar to that used in television cooking shows.

The student included a section before beginning the recipe that lists the ingredients and equipment needed to make a hamburger. Again, this is in keeping with the conventions of recipe writing.

The work provides a guide to action through the recognizable form of a recipe. The student used appropriate strategies for relating a recipe, which include listing the ingredients and identifying the logical steps involved in cooking a hamburger. The student then presented them as a series of statements in clear, concise language.

Work Sample & Commentary: *How to Cook a Hamburger* Elementary School English Language Arts

(B) The instructions are clear and organized chronologically with appropriate transitions between each of the steps. The steps are clearly numbered and separated by visual images to aid understanding.

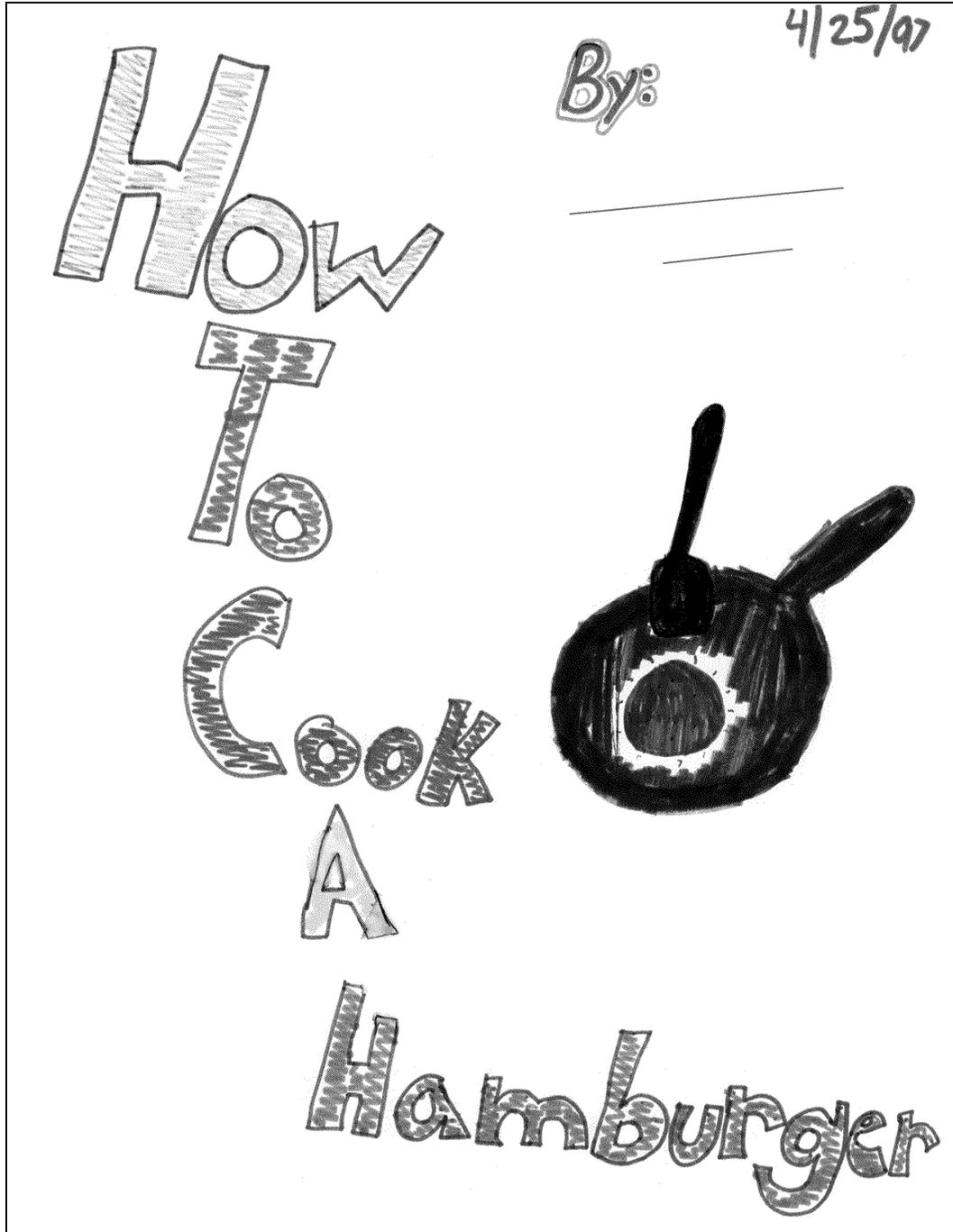
(C) The student anticipated that even after following these directions, the hamburger may not be completely done and includes a way to remedy this situation.

(D) The work concludes with an illustration of what the finished hamburger should look like and the simple phrase, “Dig In!” This ending is also similar to the style of a television cooking show.

E4a Conventions, Grammar, and Usage of the English Language: The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- grammar;
- paragraph structure;
- punctuation;
- sentence construction;
- spelling;
- usage.

The student demonstrated, through virtually error free writing, a basic understanding of the rules of the English language. The student made use of simple imperative sentences along with simple vocabulary to write the recipe. This is appropriate not only for the intended audience but for any type of written instructions. The student used colorful graphics to support the text and to aid comprehension.



I

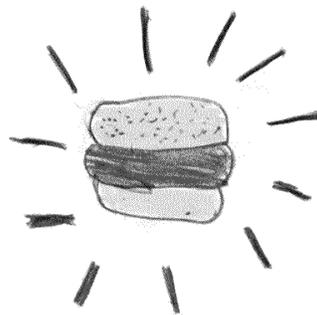
4/25/97

How To Cook a Hamburger

By _____

A

Hello all you great cooks out there! My name is _____, and I will be teaching you how to cook the basic American meal - the hamburger. It probably sounds like a burger of ham! But it's not. It is actually a round patty of beef. It might sound hard to make, and you've probably never made one before, but just read _____'s Easy Hamburger Recipe, and you'll see that it's not hard at all! I think you should add this to your recipe collection because it is a great American food and it might be fun to try a food from a different country. *Bon Appetit!*



2

To make a hamburger, you will need:

- 1. A plate and utensils (if needed)**
- 2. A stove or grill**
- 3. A pan**
- 4. A spatula (or something to flip the burger)**
- 5. Raw hamburger meat**
- 6. Cooking oil (or vegetable oil)**
- 7. Bun (optional)**



Toppings:

- 1. Cheese (optional)**
- 2. Ketchup (optional)**
- 3. Pickles (optional)**
- 4. Relish (optional)**

B

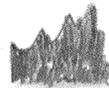
Step 1:

Go to your local grocery store and ask for hamburger meat. It will be in a styrofoam plate with plastic wrap over it. Buy this and any other optional toppings.



Step 2:

When you get home, get a pan and put it on a burner on your stove or grill. Put the flame to medium heat.



Step 3:

Next, take the oil and pour about one teaspoon into the pan. This will prevent the hamburger from



Work Sample & Commentary: *How to Cook a Hamburger*

Elementary School English Language Arts

3
sticking to the pan.

Step 4:

Then, unwrap the hamburger packet and wedge a ball of the meat into a round patty, 1-2 inches thick.



Step 5:

After that, put the patty in the heated pan. Fry it on there for about 4 minutes on one side.

Step 6:

Once you have waited 4 minutes for it, take the spatula and put it under the burger and flip it over so that the uncooked side is on the pan. Cook that 4 minutes for that side too.



Step 7:

Now, turn off the heat on the burner and remove the burger from the pan with the spatula. Put it on a plate. There you have it - a hamburger!



C

Step 8:

Just to make sure the burger is fully cooked, cut it in half with a knife. If it is very red, put it in the pan again and cook it for a little longer. About 3 or 4 minutes.



4

Step 9:

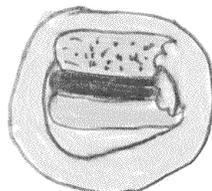
Last, but not least, the toppings. You can put anything on your hamburger. Put the burger in a bun, and spread whatever topping you want on it. The common ones are: ketchup, relish, cheese, or pickles slices. Those, you can get at any local food store.

Step 10:

You know what to do next -
Dig In !!!



Hope you enjoyed my recipe!



Work Sample & Commentary: *The Bat* Elementary School English Language Arts

The task

This student wrote “The Bat” independently and brought it to school to share with the teacher.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-------------------------|----------------------------|
| √ alone | in a group |
| √ in class | as homework |
| √ with teacher feedback | with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E5 b Literature: Produce work in at least one literary genre that follows the conventions of the genre.

What the work shows³

E5 b Literature: The student produces work in at least one literary genre that follows the conventions of the genre.

(A) The work orients the reader with the first word but does not name the creature being described except in the title of the poem. This, along with the fall of night, creates a mood of mystery.

(B) The student continued to build up the eerie atmosphere and the suspense by structuring the first three lines of the poem as adjective-noun phrases and not introducing a verb until the last line of the first stanza. The context of the poem shifts from the real to the fantasy at this point which produces a dramatic effect.

(B) The alliteration and assonance in the first stanza imitate the sound of a bat flying through the night air.

(C) The imagery in the second stanza is much more concrete as the student moves to using similes to describe the bat.

The work demonstrates an understanding of the conventions of poetry through the use of:

(D) various rhyme forms such as slant rhyme; and

(E) straight rhyme;

(F) onomatopoeia;

(C) similes; and

(G) line breaks, and white space.

(G) The line breaks in the last phrase, along with the “full moon” and the use of ellipsis to lead the reader’s eye to the next line, alludes to the supernatural manifestation of vampires as bats. This reinforces the eerie atmosphere and mimics, in writing, the voice-overs from old horror movies.

³ This poem incorporates many of the elements that distinguish poetry from prose, such as the use of the line as the formal unit, precise word choice, condensed form, use of sensory imagery, figurative language, rhyme, and rhythm.

Work Sample & Commentary: *The Bat* Elementary School English Language Arts

(H) The language in the final stanza, however, lightens the mood and gives the poem a much more comedic tone. The use of the phrase, “a wanderin’,” associated with old songs and ballads, along with the shift to straight rhyme in this stanza, adds a sing-song quality which seems much less ominous.

There is a repeated error of punctuation (“It’s” instead of “Its”) in the second stanza. However, this does not detract from the overall quality of the work.

The Bat

A Halloween Poem by _____

A	Dusk, a wispy fluttering,	F
B	Furry winged fiends! A fang infested mammal, Has just entered your dreams.	
C	It’s claws as big as talons, It’s teeth like railroad spikes. It’s jaws, so strong and powerful, That swoop down in the night!	D D
H	So if you are a wanderin’, On a dark and eerie night, The full moon in the sky,	E
G	May invite... you to... take flight!	E

Work Sample & Commentary: *The Sunflower* Elementary School English Language Arts

The task

Prior to writing their own poems, students participated in a poetry study lasting several weeks.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-------------------------|----------------------------|
| √ alone | in a group |
| √ in class | as homework |
| √ with teacher feedback | with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E5 b Literature: Produce work in at least one literary genre that follows the conventions of the genre.

What the work shows⁴

E5 b Literature: The student produces work in at least one literary genre that follows the conventions of the genre.

The student began the poem with a description of the stem's color which is placed in bold relief to the bright sun light. The poem then moves the reader up to the head of the flower along the tapering stem. The use of contrasting words "decreasing, as it rises" and "reaching towards the sky, it wilts down" gives a clear and strong image of the delicate stem trying to support a heavy head.

The student used a variety of poetic devices to create an image of a sunflower such as:

- (A) personification;
- (B) visual imagery; and
- (C) line breaks.

The descriptive language used in the poem creates a sensory image of the sunflower and its surroundings. For example:

- (D) "rocky concrete" conveys not only coldness but also implies danger;
- (E) "noon sun" communicates not only warmth but also;
- (F) in conjunction with "glittering sunlight," suggests a severe and unrelenting brightness.

The use of these techniques suggest an understanding of and familiarity with poetic language.

There is a repeated error of punctuation ("it's" instead of "its"). However, this does not detract from the overall quality of the work.

⁴ This poem incorporates many of the elements that distinguish poetry from prose, such as precise word choice, condensed form, use of sensory imagery, and figurative language.

The Sunflower

The thick stem
B *Green in the glittering sunlight.* **F**
It's thickness
decreasing, **C**
as it rises
E *towards the noon sun.*
As if it cannot keep its balance
reaching towards the sky,
it wilts down,
A *face staring*
D *at the rocky concrete.*
The yellowness of its face
reminds me
of the sun, **C**
looking
down at the ground.

By: _____

Work Sample & Commentary: *A Flash of Lightning and Silent Pond* Elementary School English Language Arts

The task

Students participated in a poetry study lasting several weeks, after which they were asked to write their own poems. As part of the unit, the students read and analyzed poetry during workshops that focused on various elements of poetry, such as figurative language, imagery, and form.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-----------------------|----------------------------|
| √ alone | in a group |
| in class | √ as homework |
| with teacher feedback | √ with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E5 b Literature: Produce work in at least one literary genre that follows the conventions of the genre.

What the work shows

E5 b Literature: The student produces work in at least one literary genre that follows the conventions of the genre.

The student chose brief images to reflect upon in these poems. He tried to capture a moment of time in words that evoke the memory of lightning and of a still pond.

(A) “A Flash of Lightning” deals with an image of lightning in each of the five stanzas.

The work demonstrates an understanding of the conventions of poetry by the use of line breaks as punctuation;

(B) the use of repetition to imitate sound;

(C) the play with various rhyme forms such as slant rhyme; and

(D) alliteration.

The careful use of language creates quick snapshots of the event. Each stanza begins with a metaphor for lightning—a spark, a bracelet, a flashlight beam, a bolt, and a smile—most of which present lightning as a benevolent entity. The verbs convey a calm, peaceful mood as well as action—“casting,” “flying,” “glides.” The final two lines disrupt the mood and hint at the true nature of the phenomenon, “A frown forever?/No one knows its secret.”

The use of metaphors throughout “Silent Pond” demonstrates an understanding of poetic techniques.

(E) Beginning both stanzas with an image involving shiny metals creates a certain degree of symmetry.

The personification of the puddle as lying on the ground and listening to the wind creates the principal image of the poem. In this poem, brief lines create a series of related images rather than a prolonged thought or story.

Work Sample & Commentary: *A Flash of Lightning and Silent Pond*
Elementary School English Language Arts

A Flash of Lightning

A → A spark of light in
the sky
casting over me

B → A bracelet of fireflies
listening
just listening
whispering

A crooked flashlight beam
flying over me

C → A yellow pure bolt
while it glides
across the skies

D → A smile for a second
But it's only for a second
A frown forever
No one knows its secret



The illustration shows a black silhouette of a frog sitting on a lily pad. The frog is positioned in the lower right quadrant of the page, facing left. The lily pad is a large, dark, oval shape with a slightly irregular edge, resting on the frog's back. The frog's legs are visible, with the front legs tucked under its body and the back legs extending downwards and outwards. The entire illustration is rendered in solid black against a white background.

Silent Pond

E → Pure as gold
a stunning thing
lying there on the ground
Never to say a word
from beginning to end
listening to the breeze

E → A collection of plutonium
just lying there
a puddle of silver
a surface of copper
Flat as a skating ring
just lying there



Work Sample & Commentary: *The Diary of Emily Paige Landberg* Elementary School English Language Arts

The task

Students were asked to produce a written response to a piece of literature over a ten day school vacation. This student chose to create a piece of historical literature in the form of a diary, emulating the style of the book, *A Journey to the New World: The Diary of Remember Patience Whipple*, by Kathryn Lasky. The student was further inspired by the classroom visit of an author who specializes in journal writing. This work sample is an excerpt from the eight page work.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-------------------------|----------------------------|
| √ alone | in a group |
| √ in class | √ as homework |
| √ with teacher feedback | √ with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E5b Literature: Produce work in at least one literary genre that follows the conventions of the genre.

What the work shows⁵

E5b Literature: The student produces work in at least one literary genre that follows the conventions of the genre.

The diary takes the form of a historical fictional account of a trip on the Mayflower. The student used historical details gathered from reading *A Journey to the New World*. The work successfully combines the historical information with some fictional elements to advance a story through characterization, plot, and setting.

(A) The information is presented in a series of journal entries and is organized in chronological order. Since this is a first person narrative, the student’s emulation of the language and style of the writing in *A Journey to the New World* is appropriate for the format and gives the work authenticity.

The naming of dates, people, and provisions for the baby demonstrate the interplay between factual information and fictional information typical of historical fiction.

(B) The student replicated the author’s voice to develop reader interest and create the persona of a girl who lived in the seventeenth century. The use of key expressions from seventeenth century English in the first sentence further enriches the context by creating an aura of authenticity and accuracy.

(C) The student kept the writing focused and to the point. The tone and Emily’s persona is maintained throughout the work through attention to detail along with some vocabulary common to the period (e.g., “I will not call thee silly names...”). In addition, the very format of the writing (the diary) which is highly subjective and engaging, reinforces the persona.

⁵ This sample of student work can be considered a work of historical fiction as it is set in another historical period and deals with the lifestyles and problems of the people at that time. The work successfully combines the historical information with some fictional elements to advance the story through characterization, plot, and setting.

Work Sample & Commentary: *The Diary of Emily Paige Landberg* Elementary School English Language Arts

(D) The context, a journey on the Mayflower, is clearly stated in the second journal entry.

(D) Many of the historical details of the book have been incorporated into the student's work, for example, the fears of the passengers.

There are some errors in spelling (e.g., "seperated" instead of "separated" in the journal entry of September 17th) and usage (e.g., "be" instead of "is" in the final sentence of the September 26th journal entry). Some of these errors, especially the latter, are the result of the student's attempt at mimicking 17th century dialect.

The Diary of Emily Paige Landberg

by _____
© 1997

This book is dedicated to Marissa Moss, and to all the Pilgrims that suffered the Mayflower.

Inspired by the book *A Journey to the New World: The Diary of Remember Patience Whipple* by Kathryn Lasky in the series *Dear America*.

A

The Diary of Emily Paige Landberg

Septemter 16, 1620

B

Thou art my new diary that Elisabeth, my 13-year-old sister, and Abigail, my almost 15-year-old sister, hath given me before the voyage began. I remember clearly that there was a note saying precisely this: “To Emily. For thy thoughts on the voyage. With love, Elisabeth and Abigail.” They gave it to me for my 11th birthday.

Mam, my mother, said that thou art truly part of me. I will not call thee silly names like Emmy or Lila (which my friends called me when I was little), but I shall call thee Remembrance, for thou art for my thoughts, to write them down and remember them. For Remebrance is such a long name, we shall settle on Mem for short.

**Yours,
Emily**

September 17, 1620

Dear Mem,

My best friend, Lissie, is wonderful. We are very close. Although I’ve had many friends throughout my entire lifetime, ‘tis Lissie, her full name being Felicity Anne Harris, that is the closest. Lissie has long, red hair, always tied into a neat braid. Mam’s calling now, Mem. Even though it doth fill me with such joy to write in thee, I must go help.

**With lots of love,
Emily**

D

P.S. As the journey of the Mayflower just began yesterday, everyone is scared. Lissie and I made a list of questions that we are dreading and so is everyone else:

**WILL THE MAYFLOWER SINK?
WILL I DIE AND BE THROWN OVERBOARD?
IS THIS A SAFE VOYAGE?
WILL THE ONES THAT ARE DEAR TO ME GET SICK AND
DIE?**

It doth bother me, but Mam said this yesterday, “As long as thy family doth stay together, Emily, we will all be safe. If perhaps we do get seperated in some way, we shall always be together in our hearts.” There are many more questions, but these the ones we’ve heard the most.

September 19, 1620

Dear Mem,

I have forgotten to tell thee that Lissie hath such fair skin, such blonde eyelashes, and ever so many freckles. Although I do have freckles and so doth Mam, I’ve never seen so many freckles on any one being in my life. Lissie hath a 3-year-old little brother, named Peter, and the most adorable 6-year-old little sister named Courtesy. Courtesy is a perfect little image of Lissie. The only few differences between the two is their ages (Lissie being 11, like me), and Courtesy hath such thin hair, with curls at the bottom. ‘Tis the cutest sight when she walks. Her curls bounce up and down. The sight doth make me either laugh or squeal. So delicate they are. Indeed, I would rather be Courtesy or Lissie, instead of Emily Paige Landberg!! Dear Mem, I suppose you do indeed like who I be. That’s all for now, Mem. Mam’s calling for Supper.

**Good-night,
Emily**

September 26, 1620

Dear Mem,

As I said, I have, well, not really a surprise, but a list of all the things that the Wilsons have for little Gracie:

**A plank (not really for Grace)
Wooden baby bed
Baby coverlet
Baby bottle
Baby rocker**

**Baby bonnet
Baby dress
Baby diapers
Baby stockings
Baby shoes**

The plank is given to any one on board who has the room for it and the right boards to hold it up. 'Tis used for a desk, but some people use it just for putting anything on. Master Wilson made the wooden baby bed for their grown-up daughter when she was little (Peace). They lined the inside with sheets, and put on sturdy handles. Mistress Wilson sewed the coverlet for Peace. They got the bottle from Holland, the rocker was a family treasure that got passed on to Mistress Wilson. The rest is just baby clothes that Peace wore when she was little. Grace be getting hungry now.

**With love,
Emily**

September 28, 1620

Dear Mem,

Joy! A bird just landed on the top deck with a twig in it's mouth! Since nobody doth know what tree it be from, we are sure 'tis from the New Land. All is well, Dear Mem, and because this is the last page of thee, I will end now. Everyone that is dear to me is well, and Grace is growing more and more everyday. It doth not fill me with pleasure to end you, but I must.

**Good luck, good-bye & love,
Emily Paige Landberg**



Work Sample & Commentary: I Discover Columbus

Elementary School English Language Arts

The task

Students were asked to read *I Discover Columbus* by Robert Lawson and to separate the historical facts from the fictional elements in a report.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-----------------------|----------------------------|
| √ alone | in a group |
| in class | √ as homework |
| with teacher feedback | with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E5 a Literature: Respond to non-fiction, fiction, poetry, and drama.

What the work shows

E5 a Literature: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

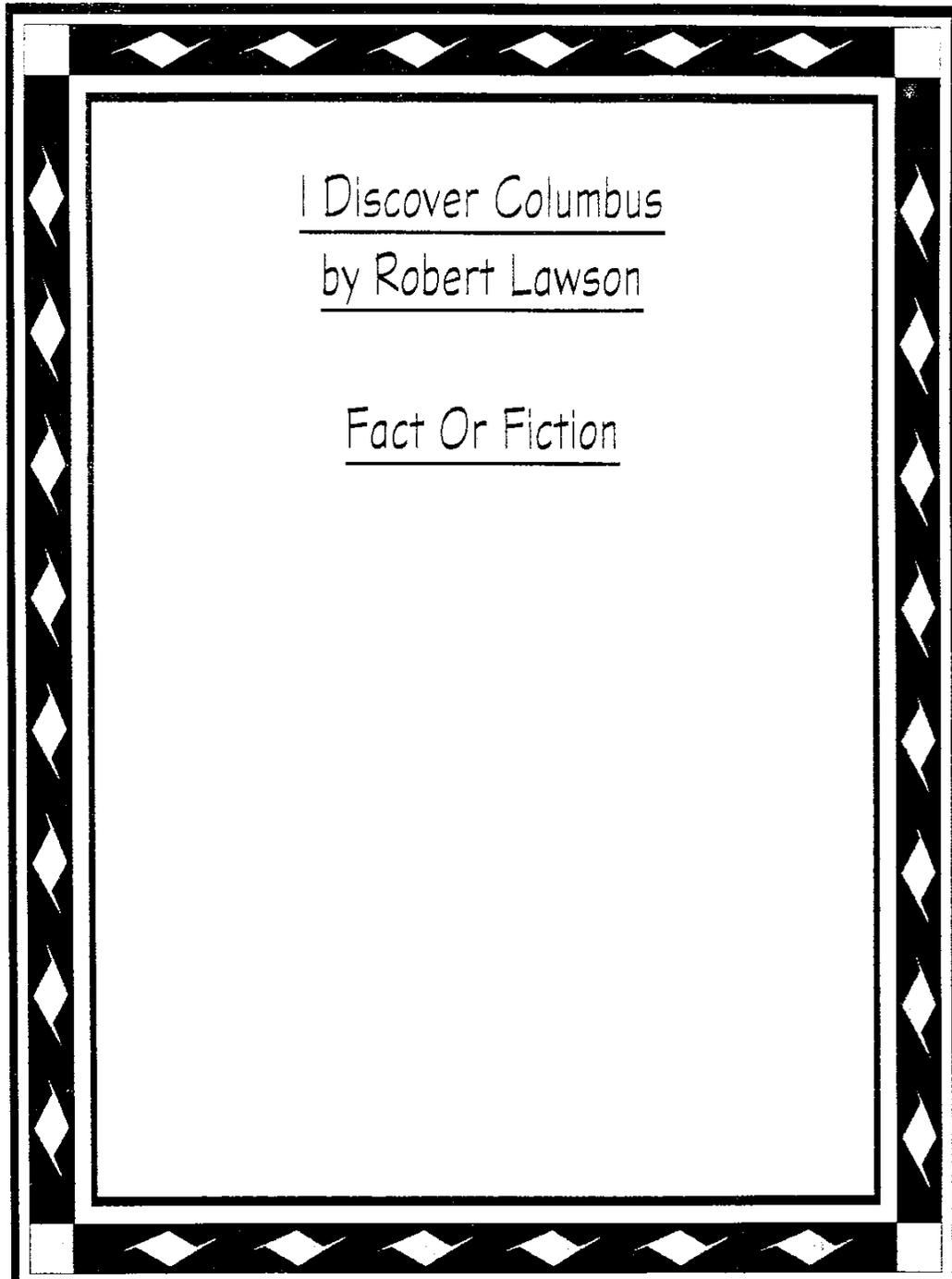
- identifies recurring themes across works;
- analyzes the impact of authors' decisions regarding word choice and content;
- considers the differences among genres;
- evaluates literary merit;
- considers the function of point of view or persona;
- examines the reasons for a character's actions, taking into account the situation and basic motivation of the character;
- identifies stereotypical characters as opposed to fully developed characters;
- critiques the degree to which a plot is contrived or realistic;
- makes inferences and draws conclusions about contexts, events, characters, and settings.

(A) The student recognized that the author's decision to use the bird as the narrator was a good strategy for keeping the reader interested and adding humor to the book.

(B) The lists indicate a clear distinction between those events the author borrowed from history and those events which were contrived by the author to make the story interesting.

(C) The recognition that the book is not simply a historical account or a humorous tale demonstrates a knowledge of various genres.

(D) The student stated that although the book was difficult to understand because of the blending of fact and fiction, this technique actually made the book more interesting.



B

Fact

- 1) He was born in Genoa, Italy.
- 2) He was born poor.
- 3) He wanted honor and riches.
- 4) He was a great navigator and organizer of expeditions.
- 5) He had an audience with the king and queen.
- 6) Ferdinand and Isabella were very excited about finding a new land.
- 7) Torquemada was a real person.
- 8) He was made "admiral of the ocean sea".
- 9) The trip was going to be very expensive, and Isabel and Ferdinand did not have 1,700 gulden to pay for it.
- 10) They raised enough money for the expedition.
- 11) There were 3 ships: the Nina, the Pinta, and the Santa Maria.
- 12) The fleet left on Aug.3,1492.
- 13) Columbus sailed on the Santa Maria.
- 14) There was a parade when he left Spain.
- 15) The journal that he wrote describes that the voyage was stormy and dangerous.
- 16) Columbus prepared plans for the expedition including maps, books, instruments, and lists.

- 17) The Santa Maria was chartered by Juan de la Cosa and he came along as a sailing partner.
- 18) Columbus's crew was planning a mutiny because the trip was so long.
- 19) Conditions on the boat were bad. There was little food and water.
- 20) Columbus first landed on an island called Guanahani, later renamed San Salvador.
- 21) The Santa Maria was wrecked on a sandbar.
- 22) Vincent Pinzon was captain of the Nina.
- 23) Martin Pinzon was captain of the Pinta.

B

Fiction

- 1) Birds cannot fly from the Amazon River to Spain.
- 2) Aurelio is a bird and cannot talk.
- 3) Aurelio and Columbus taught each other different languages.
- 4) Aurelio gave Columbus the idea to discover a new land.
- 5) Columbus owned Aurelio and became famous for owning a talking bird.
- 6) Aurelio was responsible for the meeting between Columbus and King Ferdinand and Queen Isabella.
- 7) The king wanted to see the famous egg trick.
- 8) The king threw Columbus out of the castle because the egg cracked in his face.
- 9) Aurelio pawned the Queen's jewels to raise money for the expedition.
- 10) Aurelio stole jewels from the people of Spain to give to the Queen so she could raise more money .
- 11) Columbus was seasick.
- 12) Dona Mercedes was not a stowaway on the ship.
- 13) There was no wedding on the ship.
- 14) Dona Mercedes did not help Columbus write his journal and diary.
- 15) Admiral Don Manuel Nicososa did not exist.

Opinion

I Discover Columbus, by Robert Lawson, was a very interesting book. It combined history with a sense of humor and was very tongue in cheek. Some parts of the book are difficult to understand because it is unclear if the facts are true or false. But, by writing in this way, the author makes the book much more interesting. Using Aurelio as the narrator of the story was a very funny idea and helped keep me interested in the story. Also, the artwork was very good.

I would definitely recommend this book for anyone who would like to read about Columbus and learn about his expedition.

C

D

A

Work Sample & Commentary: *Reading Log* Elementary School English Language Arts

The task

Students were asked to keep a record of their reading throughout the course of the year. Parents were asked to initial the logs to certify that the reading record represented what the student had actually read. This is an excerpt from a year-long reading log.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-----------------------|----------------------------|
| √ alone | in a group |
| in class | √ as homework |
| with teacher feedback | with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E1 a Reading: Read at least twenty-five books or book equivalents each year.

What the work shows

E1 a Reading: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

This reading log is an excerpt from an entire year's log. The work provides evidence that the student met the goal of reading twenty-five books of an appropriate quality and complexity for the elementary school standard. The log also shows the variety of texts read including mystery, fiction, and historical fiction. The books represented reflect both contemporary and traditional authors for students at the elementary school level.

This log has the parent's signature to verify the student's claim of reading each book. The signature was scanned out to protect the student's identity.

The student organized information about books read in a manner appropriate for record keeping. The student used punctuation correctly, e.g., the authors' names and the title of each book read were written with initial capital letters.

The work clearly indicates the varying lengths of time spent reading each book. *The Haunted Mask II* was read in one day. *My Side of the Mountain* took nineteen days to complete.

Work Sample & Commentary: Reading Log
Elementary School English Language Arts

4/15/97

<u>Reading Log</u>			
Title	Author	Date Started	Date Finished
The Upstairs Room	Johanna Reiss	9/6/96	9/8/96
The Indian In The Cupboard	Lynne Reid Banks	9/9/96	9/12/96
All-Of-A-Kind Family	Sydney Taylor	9/13/96	9/14/96
Are You There God? It's Me, Margaret	Judy Blume	9/15/96	9/16/96
Number the Stars	Lois Lowry	9/17/96	9/18/96
Sheltering Rebecca	Mary Bayle-White	9/19/96	9/19/96
Night Of the Living Dummy	R.D. Stine	9/20/96	9/21/96
Becky, Cox, And Ballet	Emily Costello	9/22/96	9/23/96
The Cuckoo Clock of Doom	R.D. Stine	9/24/96	9/26/96
The Magic Christmas	Francine Pascal	9/25/96	9/27/96
Let's Get Invisible	R.D. Stine	9/27/96	9/27/96
A Room In The Attic	Gabrielle Charbonnet	9/28/96	9/29/96
Attack Of the Jack-O-Lanterns	R.D. Stine	9/30/96	10/1/96
Anastasia Krupnik	Lois Lowry	10/1/96	10/3/96
The Village By the Sea	Paula Fox	10/3/96	10/5/96

Work Sample & Commentary: Reading Log
Elementary School English Language Arts

Title	Author	Date Started	Date Finished	Parent Signature	
The Haunted	Mark	R.L. Stine	10/6/96	10/14/96	
Island Of the Blue Dolphins	Scott O'Ell	10/14/96	10/17/96		
Just As Long As We're Together	Judy Blume	10/18/96	10/23/96		
The Secret Of the Magic Pen	Francine Pascal	10/23/96	10/28/96		
The Haunted II	Mark R.L. Stine	10/29/96	10/29/96		
Here's To You, Rachel Robinson	Judy Blume	10/30/96	11/3/96		
Ghost Beach	R.L. Stine	11/4/96	11/5/96		
Deenie	Judy Blume	11/6/96	11/8/96		
Anne Frank	Anna Zuenden	11/11/96	11/12/96		
Kristys Book	Ann M. Martin	11/13/96	11/14/96		
Heidi	Johanna Spyci	11/14/96	11/21/96		
Charger By the Dozen	Frank P. Ellbreth Jr	11/25/96	12/11/96		
	Ernestine Ellbreth Corp				
Nancy Drew	Carolyn Keene	12/12/96	12/16/96		
My Side Of the Mountain	Jean Craighead George	12/17/96	1/5/97		
The Baby Sitters Remember	Ann M. Martin	1/6/97	2/2/97		

Work Sample & Commentary: *Astronaut Disaster* Elementary School English as a Second Language

The task

Advanced level ESL students were asked to respond to a reading unit on space and time by writing and illustrating a short story. The work shown here was part of a 32-week reading and writing program in which students were asked to respond to the literature read during the unit. Their edited stories were compiled into a book.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-------------------------|----------------------------|
| √ alone | in a group |
| √ in class | √ as homework |
| √ with teacher feedback | with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates an advanced level⁶ ESL performance for the following parts of the standards:

E1 c Reading: Read and comprehend informational materials.

E2 c Writing: Produce a narrative account.

What the work shows

E1 c Reading: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- restates or summarizes information;
- relates new information to prior knowledge and experience;
- extends ideas;
- makes connections to related topics or information.

(A) The student used information from nonfiction books about space travel to produce a believable description of a journey to the moon in a rocket: "...the windows were soundproof. As the rocket went up, the rocket got very frenzy....PPOOWW! The rocket landed."

(B) The ideas gathered through reading and research are recast within a story that incorporates the ideas in a new context. The historical fact that Neil Armstrong placed a flag and left his footprint on the moon contributes to the plot of the story.

(C) The story makes a connection between the student's knowledge about the history of space travel and the actions of the character: "As I said, I was a greedy person. I took off the flag and put my flag, then I covered the footprint and put mine."

⁶ For background on ESL levels, turn to English as a Second Language on page 25.

The ESL Curriculum Frameworks for the advanced level, grade 3 - 5, include the following expectations related to the standards:

- Students will obtain, process, and provide information, choosing language based on audience and purpose.
- Students will organize and record information and present ideas as they expand their knowledge of English writing conventions.
- Students will clarify and suggest solutions to problems and give reasons for opinions.

Work Sample & Commentary: *Astronaut Disaster* Elementary School English as a Second Language

E2c Writing: The student produces a narrative account (fictional or autobiographical) that:

- engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events);
- creates an organizing structure;
- includes relevant details and concrete language to develop plot and character;
- excludes extraneous details and inconsistencies;
- develops complex characters;
- uses a range of appropriate strategies, such as dialogue and tension or suspense;
- provides a sense of closure to the writing.

The student used an imaginative and creative approach to producing a fictional response to literature. The work incorporates many of the elements of narrative accounts, such as situation, plot, point of view, setting, character, and conflict. The student created the fictional persona of an astronaut who is sent to the moon on a rocket, meets Neil Armstrong, and must face the consequences of his actions.

(D) The title, “Astronaut Disaster,” establishes the (space travel) context. In addition, the title develops reader interest with the word “disaster” by encouraging the reader to anticipate a dangerous space adventure.

(E) The student created the persona of a self-centered, cavalier character, e.g., “I work as an astronaut if you want to know.”

(F) The student incorporated conversational introductory phrases which hold reader interest and are appropriate for the purpose and tone of the narrative.

(G) The student maintained the cavalier persona of the character throughout the narrative.

(H) The work has a sequential organizing structure, telling the story in a chronological fashion from character introduction to conflict resolution, e.g., “...I woke up. I brushed my teeth...I put on my suit and went to work...then I got a phone call...my boss fired me and that was the last time I went to the moon.”

(C) The student made effective use of relevant detail and concrete language that contribute to the realism of this fantasy tale. The student also used details to create suspense and maintain reader interest, e.g., “I took off the flag and put my flag, then I covered the footprint and put mine.”

(I) The student used a range of strategies in the work such as tension/suspense, humor, dialogue (“why me”), descriptive language (“...I started to clutch the ground...”), and onomatopoeia (“PPOOWW!”).

This work contains certain language constructions that indicate the student is at an advanced stage of second language acquisition. Second language learners create rules from the grammatical information they encounter and gradually revise these rules in

Work Sample & Commentary: *Astronaut Disaster* Elementary School English as a Second Language

the direction of the target language. Errors are not a sign of failure, but provide insight into how learners process and apply the features of language.

(J) In the sentence, "I started to clutch the ground for I wouldn't fall off the moon," the student used "for" instead of the purpose clause "so that." This is an indication of transference of a native language structure.

(K) The work shows three instances of run-on sentences which could be remedied by providing the student with continued appropriate instructional opportunities including extensive reading and writing.

(C) ESL students may have difficulty in using phrasal verbs, e.g., "I took off the flag and put my flag." The teacher can ask the student to rethink this sentence during editing or provide options such as "I took down the flag and put up my flag," or "I took the flag down and put mine up."

(L) The ESL student may use some vocabulary inappropriately, e.g., "greedy," "frenzy," and "clutch." These attempts to use these words in the work show a desire to be expressive.

ASTRONAUT DISASTER

One morning, I woke up. I brushed my teeth and got ready. I put on my suit and went to work. I work as an astronaut if you want to know. I'm a very greedy person. I went inside my office. Then I got a phone call, it was my boss. He told me that I had to go to the moon. I said "why me". As I was having a conversation with my co-worker, my boss came in and told me to hurry up because I had to go to the moon. Anyway I got in the rocket, the windows were soundproof. As the rocket went up, the rocket got very frenzy. I became nauseous and then got the hiccups. PPOOWW! The rocket landed. I went outside and stepped on the white fluffed up moon. I started to clutch the ground for I wouldn't fall off the moon. I kept on crawling farther and farthur, until I saw the flag and footprint of Armstrong. As I said I was a greedy person. I took off the flag and put my flag, then I covered the footprint and put mine. I saw Armstrong coming out from a crater, he threw me back to earth. My boss fired me and that was the last time I went to the moon.

THE
END



Work Sample & Commentary: *Alien Boy* Elementary School English as a Second Language

The task

As part of an ongoing creative writing unit, advanced level ESL students were asked to write a story on a topic of their own choice.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-------------------------|----------------------------|
| √ alone | in a group |
| √ in class | as homework |
| √ with teacher feedback | with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates an advanced level⁷ ESL performance for the following parts of the standards:

E2c Writing: Produce a narrative account.

What the work shows

E2c Writing: The student produces a narrative account (fictional or autobiographical) that:

- engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events);
- creates an organizing structure;
- includes relevant details and concrete language to develop plot and character;
- excludes extraneous details and inconsistencies;
- develops complex characters;
- uses a range of appropriate strategies, such as dialogue and tension or suspense;
- provides a sense of closure to the writing.

The work engages the reader by establishing the main character and the context. In the first paragraph, Max, a boy from outer space, decides to come to Earth to make friends and learn English and math.

The plot sequence includes all the appropriate elements—beginning: the arrival of Max in New York City; middle: Max locates a school but momentarily scares the people in the principal’s office; end: the principal, welcoming Max rather than rejecting his alien appearance, places Max in a kindergarten class, where he makes friends and learns English and math. These elements provide an organizing structure for the work.

⁷ For background on ESL levels, turn to English as a Second Language on page 25.

The ESL Curriculum Frameworks for the advanced level, grade 3 - 5, include the following expectations related to the standards:

- Students will organize and record information and present ideas as they expand their knowledge of English writing conventions.
- Students will describe the ways in which people of diverse cultural and linguistic backgrounds influence each other.

Work Sample & Commentary: *Alien Boy* Elementary School English as a Second Language

The narrative stays focused on the alien boy's journey and encounters, and does not veer off on other topics.

- (A) The work develops reader interest by placing the alien boy in New York City, alone in unfamiliar surroundings. The big buildings, traffic and people of the city frighten Max.
- (B) The conflict in the story occurs as Max steps into the principal's office. The principal, by welcoming and immediately accepting Max, quickly resolves the conflict, leading to the successful resolution of the story.
- (C) The student included details, such as the city bus, "Number 36," and the number of the public school. This establishes the urban setting.
- (D) The characterization of the principal as kind and inviting is crucial to the resolution of the plot.
- (E) The student attempted to use quotation marks in several places in the work. Even though the quotation marks are used incorrectly or omitted in several places, the student demonstrated a developing awareness of this strategy for showing dialogue in a story.
- (F) The student used rising action and conflict—Max searches for and finds a school, locates the principal's office, enters the office, and causes people to scream—to create tension.
- (G) The final paragraph provides a sense of closure to the writing. Max has accomplished his goals and feels so comfortable in New York City that he writes to his family telling them that he has decided to stay.

This ESL student demonstrated a basic command of the rules of the English language within the context of second language acquisition at the advanced proficiency level. The errors are typical of those made by second language learners and show that the student is well on the way to mastering the conventions of written English and meeting the standard for conventions, grammar, and usage (E4a).

(H) In the sentence, "One day he asked his father that he wanted to go to earth," the student was exploring the use of relative clauses, but chose the wrong structure. The student could have said, "...he told his father that he wanted to go," or "...he asked his father if he could go...." The teacher should notice this error, and plan to provide contextualized practice in subsequent ESL lessons.

(I) The student's use of the lower case "e" in "english" is an instance of transferring spelling rules from the native language.

(J) In two instances, "he steped at the door" and "he came out of his desk" the student misused prepositions. The student is in the process of mastering the many complex usages in English.

(K) The student has not yet learned when to double the final consonant for a past tense marker as indicated in "he steped at the door."

(L) Another indication of transference of native language rules is the omission of the article "the" before "number 36 bus."

Work Sample & Commentary: *Alien Boy* Elementary School English as a Second Language

THE ALIEN BOY

Once upon a time there lived in space a little boy and his family. The boy's name was Max. One day he asked his father that he wanted to go to earth, especially to New York because he wanted to have many friends and learn english and math. His father came to earth with him and he return to space. Max was scared when he saw the big buildings, the city, the cars and the people.

I →
A →

← **H**

He took the bus to The Bronx looking for a school. Number 36 Bus stoped in the front of the School _____. He entered the school and asked for Mr. _____. Somebody said: "His office is on the third floor". Max went up to the office looking for him. He stepped at the door and people in the office screamed when they saw him. He asked for Mr, _____ and he came out of his desk. Who are you? asked the Principal.

L →
E
B →

← **C**
← **J**
← **K**
← **F**

I'm Max and I want to start school here, have teachers, friends, and learn english and math. Mr. _____ laughed and asked: How old are you? Max said: I don't know, I don't know the numbers. For that reason, said Mr. _____, you have to start in the KINDERGARTEN group. Your new teacher is Mrs. _____. You are going to have a lot of friends here. I wish you a happy beginning at _____. "Have Fun".

E →
D →

Then Max learned english and math. He was friendly and had a lot of friends, He wrote a letter to his family telling them that he will stay in New York.

G →

THE END

Work Sample & Commentary: *My First Visit to the Zoo* Elementary School English as a Second Language

The task

As part of an in-class computer writing project, advanced level ESL students were asked to write, edit, and illustrate narrative picture books. This student prepared a picture book account of a family trip to the Bronx Zoo.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|----------------------------------|--|
| √ alone | in a group |
| √ in class | as homework |
| √ with teacher feedback
timed | √ with peer feedback
√ opportunity for revision |

This work sample illustrates an advanced level⁸ ESL performance for the following parts of the standards:

E2c Writing: Produce a narrative account.

What the work shows

E2c Writing: The student produces a narrative account (fictional or autobiographical) that:

- engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events);
- creates an organizing structure;
- includes relevant details and concrete language to develop plot and character;
- excludes extraneous details and inconsistencies;
- develops complex characters;
- uses a range of appropriate strategies, such as dialogue and tension or suspense;
- provides a sense of closure to the writing.

This writing project combines writing, word processing, and art activities. The student organized and presented an account of the trip using a computer word processing program and original art work.

(A) The title of the work establishes the context as the student’s first visit to the zoo.

The point of view is that of the student, who narrates the account in the first person.

⁸ For background on ESL levels, turn to English as a Second Language on page 25.

The ESL Curriculum Frameworks for the advanced level, grade 3 - 5, include the following expectations related to the standards:

- Students will organize and record information and present ideas as they expand their knowledge of English writing conventions.
- Students will explore instructional technologies to extend linguistic, cultural, and academic knowledge.

Work Sample & Commentary: *My First Visit to the Zoo* Elementary School English as a Second Language

The student's journey through the zoo provides an organizing structure for the work. Each page describes a different animal. The first sentence of each page introduces the animal to be discussed and then goes on to give some facts and the student's reactions. The illustrations contribute to the book's organizing structure and add humor. This approach is appropriate for the purpose of an illustrated story directed to a peer audience.

(B) The student's personal reaction to each animal gives significance to the events. On each page the student stated an opinion about the animals and included a supporting statement for that opinion: "I liked them [the pandas] because they were quiet and calm."

(C) The account includes facts and details about the animals in concrete language: "They liked eating peanuts." The description includes both the appearance and activities of the animals.

(D) The work remains focused on the animals, and excludes extraneous and inappropriate information.

(E) The student provided closure for the text by describing the family leaving the zoo and feeling good about their adventure: "Seeing those animals in the Bronx Zoo made my day wonderful." This is paralleled in the illustrations with the picture of the family group leaving the zoo.

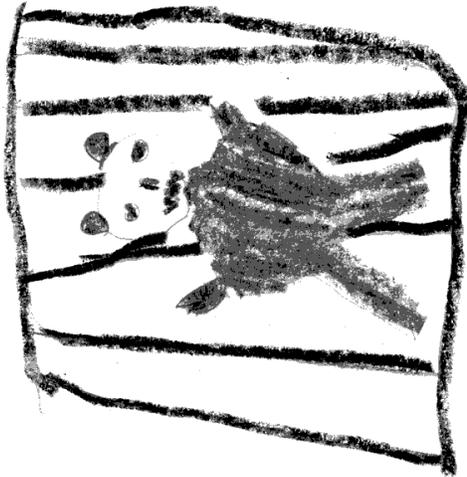
This ESL student demonstrated a basic command of the rules of the English language within the context of second language acquisition at the advanced proficiency level. The student made good use of introductory sentences, descriptive language, and active verbs expressing past tense, which effectively moved the story line along.

(F) The student used the auxiliary verb "would" effectively as one way of showing habitual past action. The student wrote a few compound sentences. Over time and with appropriate instruction, the student will develop a range of written language on par with native speakers of English of the same age.

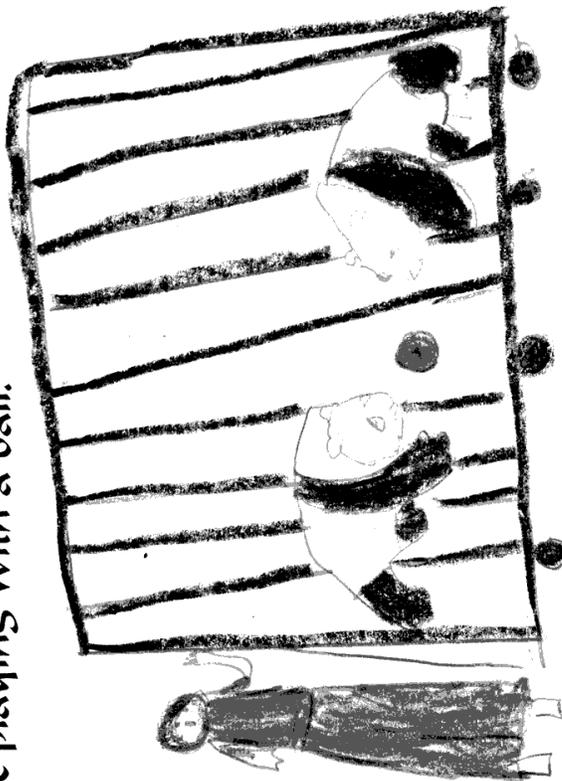
(G) The prepositional phrase "from afar" shows sensitivity to English usage.



The first day I went to the zoo. I saw all the gorillas. They made me nervous. They were eating and throwing their food all over the place. They were also banging their chests and making loud noises. I didn't like them.



Then I went to see all the pandas. They were white
and black. I liked them because they were quiet and
calm. They were playing with a ball.



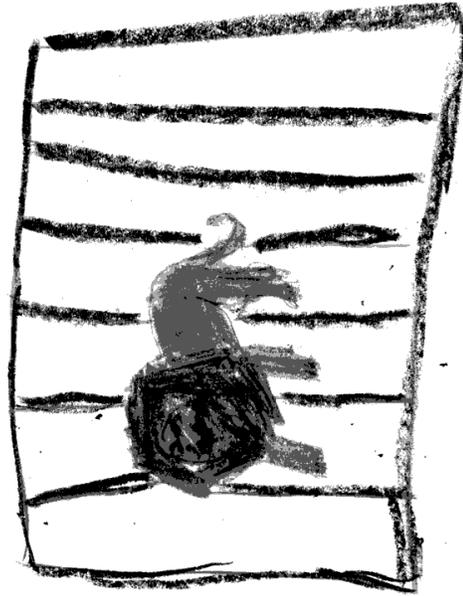
C I went to see the elephants. They were big and too noisy. They liked eating peanuts. And they had a long trunk. The elephants were so tall and funny. I liked them. They made me laugh.

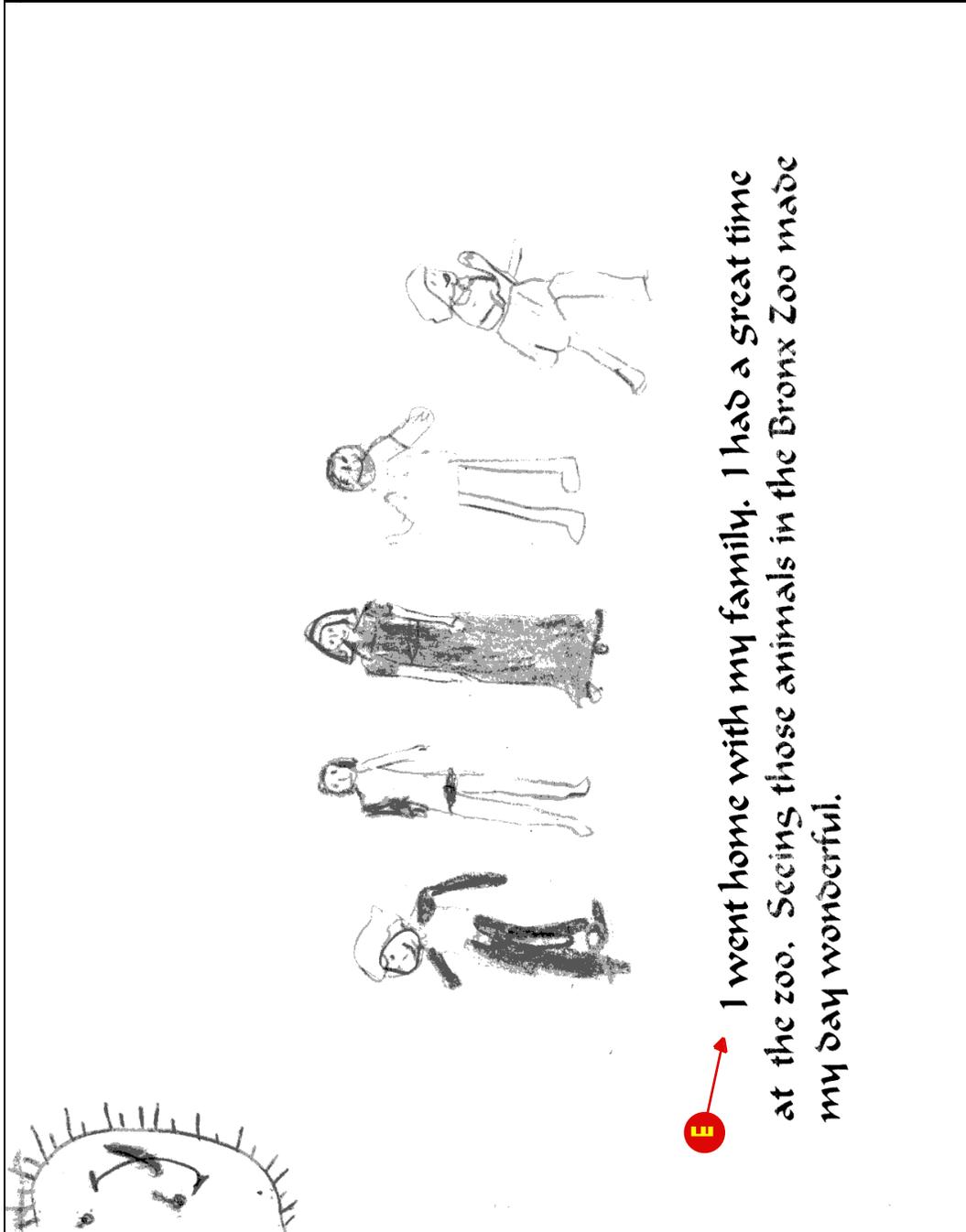


D → I saw the seals. They were doing a show. I went to see the show. The zookeeper would throw a ball into the water. The seals would dive into the water to get the ball. Then they would put the ball on their noses. It was fun and I liked the show.



G I did not have not have time to see the lions. But I did see them from afar. I hope to come back to the zoo one day to see them and some other animals. I had a nice time at the zoo.





The task

Students were asked to select a topic to which they had a commitment in their lives and then to choose a genre in which to express that commitment. Students were required to revise and edit their writing before “publishing” the complete texts. The work shown here is one recipe and an anecdote from a much longer project in which a series of recipes and anecdotes were compiled into a book titled, “La Mesa Está Puesta (The Table Is Set).” This student also produced the work in English.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-------------------------|----------------------------|
| √ alone | in a group |
| √ in class | √ as homework |
| √ with teacher feedback | √ with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following parts of the standards:

E2c Writing: Produce a narrative account.

E2d Writing: Produce a narrative procedure.

E5b Literature: Produce work in at least one literary genre that follows the conventions of the genre.

What the work shows⁹

E2d Writing: The student produces a narrative procedure that:

- engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- provides a guide to action that anticipates a reader’s needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;
- makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;
- includes relevant information;
- excludes extraneous information;
- anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- provides a sense of closure to the writing.

The work engages the reader with the title of the larger project, “La Mesa Está Puesta (The Table Is Set),” and a colorful cover to identify the project as a Spanish/English recipe book. The work includes both the recipes and the accompanying anecdotes, with each providing an interesting context for the other.

⁹ For background on Spanish Language Arts, turn to page 28.

This sample of student work incorporates many of the elements of picture books and recipe books. The student used colorful drawings to illustrate the recipes and included an engaging story about the food described.

The English version of this piece of student work was selected to illustrate a standard-setting performance for parts of the English Language Arts standards at the elementary level (see page 110).

Work Sample & Commentary: *Enchiladas*

Elementary School Spanish Language Arts

- (A) The work provides a guide to action through the recognizable form of a recipe.
- (B) The instructions are clear and are organized chronologically with specific guidelines about when to move on to the next step.
- (C) The student used appropriate strategies for relating a recipe, which include identifying the logical steps involved in cooking, and then presenting them as a series of statements in clear, concise language.
- (D) The recipe section concludes with the final directions for rolling the enchiladas.

E2 c Writing: The student produces a narrative account (fictional or autobiographical) that:

- engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events);
- creates an organizing structure;
- includes relevant details and concrete language to develop plot and character;
- excludes extraneous details and inconsistencies;
- develops complex characters;
- uses a range of appropriate strategies, such as dialogue and tension or suspense;
- provides a sense of closure to the writing.

The anecdote engages the reader by establishing the reader as an observer of the events in the kitchen.

The plot sequence includes all the appropriate elements—rising action: arrival of the various guests who serve as distracters; conflict: conversation instead of cooking; climax: burning the enchiladas; conclusion: the guests excusing themselves.

(E) The conflict in the story (the burning of the enchiladas) develops as a result of the socializing, but the story still ends with a positive and, therefore, somewhat ironic result.

The anecdote is organized chronologically within a brief period of time.

(F) The student included detailed descriptions of the tastes and smells in the kitchen appropriate to a story about cooking.

(G) The student used brief characterizations to introduce each of the women who came into her mother’s kitchen.

(E) The anecdote ends by indicating that the women’s leaving in disgust was actually the best thing that could have happened, because it meant the family could eat all of the enchiladas by themselves.

E5 b Literature: The student produces work in at least one literary genre that follows the conventions of the genre.

The student replicated the format of the picture book genre by using drawings to illustrate the recipes and the stories that accompany them. Although shown here in black and white, the drawings are vibrant and colorful and depict the characters portrayed in the stories. The book also includes a blurb “about the author” at the back (not shown here) which has a self-portrait of the student.

Work Sample & Commentary: *Enchiladas* Elementary School Spanish Language Arts

The few mistakes in this work are more likely “slips” than actual errors, e.g., “hablanden” instead of “ablanden” in the sixth line of the recipe instructions and the missing exclamation point from the beginning of the second last sentence of the narrative.

Enchiladas

A **Ingredientes:**
5 chiles rojos
2 paquetes de tortillas
2 cebollas picadas
3 quesos frescos picados
1/2 ajo
1 taza de aceite
Sal al gusto

A Para empezar a hacer las enchiladas se pone el chile rojo a hervir con poca agua. Cuando el chile esté suave lo **B**
C pones en la licuadora con poquita agua y le agregas ajo y sal al gusto. El chile molido se cuele para que no quede cáscara o semillas. Se guisa un poco la tortilla en aceite para que se frian y se hablanden. Sacando las tortillas del aceite se escurren un poco y se pasan por el chile. **D**
Se enrolla cada tortilla con cebolla y queso.

F El día que mi mamá hacía enchiladas todas las vecinas venían a visitarnos. Dicen que era porque el olor de chile cociéndose salía por las ventanas. La comadre Toña llegó con su bebé llorando y con la comadre María que le llamaban Mariquita de tanto platicar. Las otras dos comadres, Eriberta y Carlota, que son muy religiosas llegaron con sus biblias. En esta ocasión mi mamá hizo enchiladas y las vecinas se fueron a sentar a la mesa esperando. Mientras que las enchiladas se hacían, mi mamá se puso a platicar con las comadres. A mi mamá se le quemaron las enchiladas, y así se las dio. Todas las probaron y se miraron una a otra y dijeron “Ya se nos está haciendo tarde, nos tenemos que ir!” Ahora sólo nosotros comemos enchiladas. **G**
E

Work Sample & Commentary: *Sueños*

Elementary School Spanish Language Arts

The task

After watching a ballet performance and listening to poetry readings, students were asked to write a poem. This student wrote a poem about “Sueños” (Dreams).

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-------------------------|----------------------------|
| √ alone | in a group |
| √ in class | as homework |
| √ with teacher feedback | with peer feedback |
| timed | √ opportunity for revision |

This work sample illustrates a standard-setting performance for the following part of the standards:

E5b Literature: Produce work in at least one literary genre that follows the conventions of the genre.

What the work shows¹⁰

E5b Literature: The student produces work in at least one literary genre that follows the conventions of the genre.

The student organized the poem using a series of metaphorical images to describe dreams. These images are followed by the noun from the preceding metaphor and an adjective which extends the image, conveying feelings of peacefulness and happiness. For example, “Los sueños son el sol, sol que calienta mi corazón.” (Dreams are the sun, sun that warms my heart.)

The student demonstrated an understanding of the conventions of poetry through the use of a variety of poetic techniques, such as:

- (A) metaphor;
- (B) alliteration;
- (C) sensory imagery; and
- (D) personification.

The student used:

- (A) the repetition of “Los sueños” at the start of the first, third, etc. lines;
- (E) the repetition of the noun from the metaphor as the first word in every other line;
- (F) straight rhyme (rima consonante); and
- (G) slant rhyme (rima asonante) to create the rhythm of the poem.

¹⁰For background on Spanish Language Arts, turn to page 28.

This poem incorporates many of the elements that distinguish poetry from prose, such as precise word choice, condensed form, use of sensory imagery, figurative language, rhyme, and rhythm.

The student chose images from the celestial world and from nature and incorporated them into the poem in a calculated way to form a pattern (stars, people, flowers, the sun, the heart, roses, and fantasy).

The work demonstrates the student's ability to manage the conventions of the Spanish language with minimal errors

SUEÑOS

A Los sueños son estrellas, **E**
E estrellas relucientes. **F**
A Los sueños son personas, **D**
personas sonrientes. **F**
Los sueños son flores,
flores de amor. **G**
Los sueños son el sol,
sol que calienta mi corazón. **G**
Los sueños son rosas,
C rosas olientes.
Los sueños son fantasías,
B fantasías flotantes.

